

**EYD Plan Focus Group: Reconnecting Our Youth**

***“What does “success” look like from your vantage point, both at system-level and youth-level, when thinking about the young adult population in the District?”***

Systems-Level Outcomes	Youth-Level Outcomes
<ul style="list-style-type: none"> <li>• Academic success <ul style="list-style-type: none"> <li>○ College (2 yr. + 4 yr.) completion rates</li> <li>○ College enrollment rates</li> <li>○ High school graduation rates</li> <li>○ GED completion rates</li> </ul> </li>   <li>• Employment success <ul style="list-style-type: none"> <li>○ Unemployment or employment rate</li> <li>○ Per capita income rate/poverty rate</li> </ul> </li>   <li>• Healthy Behaviors <ul style="list-style-type: none"> <li>○ Youth homeless rate</li> <li>○ Juvenile crime rate (break out violent and non-violent crime)</li> <li>○ Teen pregnancy/parenting rates</li> <li>○ Youth not receiving necessary mental health care</li> <li>○ Youth substance use rates</li> </ul> </li>   <li>• Coordination <ul style="list-style-type: none"> <li>○ Uniform standards</li> <li>○ Outcome driven</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Academic success <ul style="list-style-type: none"> <li>○ Do youth get degrees? What kinds of degrees? Number of credits earned</li> <li>○ Have skills ready for college</li> <li>○ Diploma <ul style="list-style-type: none"> <li>▪ Grade promotion rates</li> <li>▪ Grades</li> </ul> </li> <li>○ GED <ul style="list-style-type: none"> <li>▪ GED prep classes</li> <li>▪ Receive GED</li> </ul> </li> </ul> </li>   <li>• Employment success <ul style="list-style-type: none"> <li>○ Connection to vocational/technical schools and apprenticeship programs</li> <li>○ Youth retains/maintains employment for 12 months</li> <li>○ Wage changes/start wage and end wage</li> <li>○ Youth obtaining jobs</li> <li>○ Job skills attainment/development</li> </ul> </li>   <li>• Healthy Behaviors <ul style="list-style-type: none"> <li>○ Youth that are homeless/at risk of becoming homeless</li> <li>○ Youth improving their housing status</li> <li>○ Youth self-reported criminal activity</li> <li>○ Youth involved in other activities – protective factors</li> <li>○ Risky sexual behavior – self-reported – protective factors</li> <li>○ Increases in knowledge – healthy sexual behaviors</li> <li>○ Diagnoses of conditions and match to appropriate services – protective factors</li> <li>○ Self-report rates for substance use <ul style="list-style-type: none"> <li>▪ 30 day usage</li> <li>▪ Increases in knowledge of dangers of substance use</li> </ul> </li> <li>○ YRBSS data</li> </ul> </li>   <li>• College ready</li> <li>• Vocation/employment ready</li> <li>• Social skills</li> </ul>

<ul style="list-style-type: none"> <li>• Reduce the number of disconnected youth by at least 50%</li> <li>• Creation of a seamless system of support to re-engage youth</li> <li>• Not committing crimes</li> <li>• Engaged in workforce</li> <li>• Supporting family</li> <li>• Education attainment</li> <li>• Stable housing</li> <li>• Coordinated approach</li> <li>• Data sharing</li> <li>• Continuation of services</li> <li>• Inter-agency coordination</li> <li>• Great communication with families and youth</li> <li>• Delivery of services to youth</li> <li>• Effective delivery of services and opportunities</li> <li>• Services are user-friendly</li> <li>• Services/programs are continuously well-funded</li> <li>• Resources are readily available and accessible</li> <li>• Proper guidance to prepare youth for the next level</li> <li>• Low drop out rates</li> <li>• Higher college graduation/matriculation rate</li> <li>• Sufficient resources</li> <li>• Coordinated services – including all sectors</li> <li>• Shared vision</li> <li>• Good data on services, outcomes</li> <li>• Clear referral track</li> <li>• Open and facilitating points of entry</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of youth graduating from high school and becoming college and work-force ready</li> <li>• Able to form and maintain healthy relationships</li> <li>• Parenting skills</li> <li>• In control of anger</li> <li>• Utilizing healthy coping skills</li> <li>• Motivated</li> <li>• Able to utilize resources</li> <li>• Have goals and purpose</li> <li>• Able to provide financially for self and family</li> <li>• Independent/self-reliant</li> <li>• Able to seek out help when needed</li> <li>• Home-life (safety and structure)</li> <li>• Opportunities to be successful (art, sports) <ul style="list-style-type: none"> <li>○ Membership and belonging</li> </ul> </li> <li>• Ability to support oneself (quality of life resources)</li> <li>• Student understands the options available to them and the implications</li> <li>• Successful and smooth transition to adulthood and independence</li> <li>• Has the resources and opportunities needed to reach/achieve goals they have for themselves</li> <li>• Is supported by family and community</li> <li>• Able to thrive in safe schools, neighborhoods</li> <li>• Job opportunities available and affordable options for housing in their chosen area of the city</li> <li>• Greater youth engagement in the community</li> <li>• Near term <ul style="list-style-type: none"> <li>○ Healthy</li> <li>○ College and/or career goals and work plan</li> <li>○ Stable relationships</li> <li>○ Access to needed services</li> </ul> </li> <li>• Long term <ul style="list-style-type: none"> <li>○ Living wage employment with ongoing opportunities for advancement</li> <li>○ Healthy</li> <li>○ Strong relationships/family</li> </ul> </li> <li>• Youth in stable home</li> <li>• Youth graduating high school</li> <li>• Post secondary education</li> </ul>
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